



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tuttle Elementary School

2863 8TH ST

Sarasota, FL 34237

941-361-6433

www.sarasotacountyschools.net/tuttle

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tuttle Elementary School

Principal

Thomas Buchanan

School Advisory Council chair

Scott Parrish

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Thomas Buchanan	Principal
Jennifer Kahler	Assistant Principal
Dianne Frailing	Reading Specialist
MaryBeth Slane	Progress Monitoring Specialist
Michelle Guzman	ESOL Liaison
Karen Mark	ESOL Liaison
Danielle Pitts	ESE Liaison

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Committee is composed of the principal and an appropriately balanced number of teachers, support staff members, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

A subcommittee appointed by SAC was involved in the following process to assist in the development of the School Improvement Plan:

1. Identify Goals to Help Achieve Targets
2. Brainstorm Available Resources and Potential Barriers

3. Choose Barrier to Address Bases on Elements of Curriculum, Instruction, Environment, Organizational Systems, and Actionable Impact.
4. Brainstorm and Prioritize Strategies
5. Identify Action Steps to Implement Strategies
6. Determine How Strategies Will Be Monitored For Fidelity of Implementation
7. Determine How Strategies will Be Monitored For Effectiveness
8. Determine How Progress Toward Each Goal Will Be Monitored.

Activities of the SAC for the upcoming school year

SAC will be involved in supporting the following activities:

- Turtles Take A Bow Drama Club: \$642.56
- 4-H Marine Science Club: \$321.28
- Got Science? Club: \$361.44
- Student Run Bookstore: \$1,204.80
- Disney Club: \$642.46
- Art/Yearbook Club: \$4,216.80
- Chorus: \$400.16
- Safety Patrol: \$1,208.80
- Walk-A-Thon: \$321.28
- Tuttle Carnival: \$200.08
- Sarasota County Induction Program Lead Mentor: \$1,000
- SAC Chairperson: \$750

Projected use of school improvement funds, including the amount allocated to each project

- Turtles Take A Bow Drama Club
- 4-H Marine Science Club
- Got Science? Club
- Student Run Bookstore
- Disney Club:
- Art/Yearbook Club
- Chorus:
- Safety Patrol
- Walk-A-Thon:
- Tuttle Carnival:
- Sarasota County Induction Program
- SAC Chairperson:

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Thomas Buchanan

Principal

Years as Administrator: 18

Years at Current School: 9

Credentials

BA - Hearing Impaired Education, Kent State; Master of Science - School Psychology; Educational Leadership, Florida Atlantic University; Doctorate - Educational Leadership, Nova Southeastern.

Performance Record

Principal of Tuttle Elementary School in 2012-2013
School Grade: A

Reading % Satisfactory or Higher: 58%

Math% Satisfactory or Higher: 57%

Writing% Satisfactory of Higher: 57%

Science % Satisfactory or Higher: 54%

Reading Gains for the Lowest 25%: 79%

Math Gains for Lowest 25% 79%

Principal of Tuttle Elementary School in 2011-2012

School Grade: A

Reading % Satisfactory or Higher: 50%

Math% Satisfactory or Higher: 51%

Writing% Satisfactory of Higher: 77%

Science % Satisfactory or Higher: 45%

Reading Gains for the Lowest 25%: 68%

Math Gains for Lowest 25% 73%

Principal of Tuttle Elementary School in 2010-2011

School Grade: A

Reading % Satisfactory or Higher: 74%

Math% Satisfactory or Higher: 69%

Writing% Satisfactory of Higher: 97%

Science % Satisfactory or Higher: 57%

Reading Gains for the Lowest 25%: 57%

Math Gains for Lowest 25% 55%

Jennifer Kahler

Asst Principal

Years as Administrator: 12

Years at Current School: 6

Credentials

BA - Elementary Education and English, Dowling College; Master of Science - Reading Education, Dowling College; Certificate of Advanced Study - School Based Administration and School District Administration, State University of New York at Cortland.

Performance Record

Assistant Principal of Tuttle Elementary School in 2012-2013
School Grade: A

Reading % Satisfactory or Higher: 58%

Math% Satisfactory or Higher: 57%

Writing% Satisfactory of Higher: 57%

Science % Satisfactory or Higher: 54%

Reading Gains for the Lowest 25%: 79%

Math Gains for Lowest 25% 79%

Assistant Principal of Tuttle Elementary School in 2011-2012
School Grade: A

Reading % Satisfactory or Higher: 50%

Math% Satisfactory or Higher: 51%

Writing% Satisfactory of Higher: 77%

Science % Satisfactory or Higher: 45%

Reading Gains for the Lowest 25%: 68%

Math Gains for Lowest 25% 73%

Assistant Principal of Tuttle Elementary School in 2010-2011
School Grade: A

Reading % Satisfactory or Higher: 74%

Math% Satisfactory or Higher: 69%

Writing% Satisfactory of Higher: 97%

Science % Satisfactory or Higher: 57%

Reading Gains for the Lowest 25%: 57%

Math Gains for Lowest 25% 55%

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lisa Cheney		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Other	
Credentials	Degree: BS in Elementary Education Certifications: Elementary Education, ESOL	
Performance Record	Writing Coach of Tuttle Elementary School in 2012-2013 School Grade: A Reading % Satisfactory or Higher: 58% Math% Satisfactory or Higher: 57% Writing% Satisfactory of Higher: 57% Science % Satisfactory or Higher: 54% Reading Gains for the Lowest 25%: 79% Math Gains for Lowest 25% 79% Writing Coach of Tuttle Elementary School in 2011-2012 School Grade: A Reading % Satisfactory or Higher: 50% Math% Satisfactory or Higher: 51% Writing% Satisfactory of Higher: 77% Science % Satisfactory or Higher: 45% Reading Gains for the Lowest 25%: 68% Math Gains for Lowest 25% 73%	

Classroom Teachers

# of classroom teachers	53
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	53, 100%
# ESOL endorsed	41, 77%
# reading endorsed	2, 4%
# with advanced degrees	26, 49%
# National Board Certified	1, 2%
# first-year teachers	11, 21%

with 1-5 years of experience

26, 49%

with 6-14 years of experience

16, 30%

with 15 or more years of experience

11, 21%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

100, 909%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Tuttle Elementary School has a proactive recruiting strategy for attracting highly qualified teacher candidates to our school. In addition to offering one of the most competitive salaries in the state, there is also consideration for supplements and other incentives to recruit and retain high quality and highly qualified candidates. Additionally, The Sarasota County Teacher Mentoring Program (SCIP) at Tuttle Elementary School provides new teachers with support, coaching and mentoring to ensure that our students receive a high quality education. The administration at Tuttle firmly believes in "setting our new teachers up for success." Mentors help their mentees set up their classrooms and make sure that each teacher has the supplies necessary for a successful year. Additionally, new teachers meet weekly with their mentors to collaborate. Furthermore, all teachers are provided with opportunities for professional growth to help ensure a high quality of instruction in all classrooms.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

In Sarasota County all new hires receive 1 year of support at the district and school levels known as SCIP. The level of support is based on the need of the mentee. Many first year educators need support and guidance in the area of classroom management and as well as professional development on school programs. The PRIDE document in which educators are evaluated is taught throughout the year so our new hires understand the high expectations of the District and the school. It is expected that both mentor and mentee work daily and weekly as the year progresses to assist the new hire with acclimating to the school's procedures and expectations.

The lead mentor is responsible for contacting all the mentors and assisting in the assigning of mentors to new hired mentees. There is consideration for the mentee to be paired with a mentor in a like grade level and/or similar support for increased success. The lead mentor is required to hold 8 cohort meetings based on the needs of the new hires throughout the 1 year induction program. Many of the cohort meetings provide professional development needs such as classroom management, instructional practices, and allows time for collaborative discussions on best practices, differentiating and curriculum support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Tuttle uses the 4 step problem solving process to develop, implement and evaluate interventions. First, individual student data is compared to state benchmarks and average peer performance (gap analysis) to identify the specific skill or performance deficits. Next, we analyze the problem to determine why it may be occurring. Then we identify instructional strategies, curriculum resources and/or environmental factors that we can put in to place to help address the problem. Finally, we monitor the response to intervention to determine if the learner's response was good, questionable or poor in order to determine the next steps.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Joanne Mainberger (RtI Faciliator / Guidance Counselor) – Mrs. Mainberger collects the paperwork, schedules and facilitates our weekly MTSS meetings to review and discuss the academic and behavioral needs of our students. She assists teachers with developing interventions and completing the necessary documentation/paperwork. Mrs. Mainberger also provides parents with notice of prescriptive assessments, submits service referrals, and facilitates all of our MTSS meetings. She also does KBIT testing. In addition, she provides support to teachers for students demonstrating focusing and attention issues including classroom strategies, parent resources and Conner's Rating Scales. She also does classroom observations for academic and behavioral concerns. She participates in FBA development, provides behavioral support to students and staff and does Tier 2 and Tier 3 Personal/Social Development interventions. At the culmination of Tier 3, Mrs. Mainberger is responsible for compiling all of the intervention documentation and completing the MTSS Summary Sheet to submit to the ESE Liaison.

Mary Beth Slane (Intervention Teacher / Progress Monitoring) – Ms. Slane takes notes at our weekly meetings. She works with teachers to review progress monitoring data and determine appropriate academic and behavioral interventions. She assists teachers in completing the necessary documentation/paperwork. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff along with academic Tier 2 and Tier 3 interventions.

Danielle Pitts (ESE Liaison) – As a member of the team, Ms. Pitts participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also helps to ensure that the team is gathering any necessary documentation should the portfolio progress to a CARE team level. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff.

Michelle Guzman (ESOL Liaison) - As a member of the team, Mrs. Guzman participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also provides the team with information regarding a student's ESOL status and what additional steps need to be taken in order to meet ESOL requirements along with academic Tier 2 and Tier 3 interventions.

Jon Mari (School Psychologist) – Mr. Mari participates in MTSS meetings and assists the team with identifying skill gaps and areas of need. He administers prescriptive testing and provides a detailed summary and report the team to assist with the decision making process. He also identifies additional strategies and recourses to address areas of deficit.

Dawn Clements (Home School Liaison) – Mrs. Clements provides student, staff and parent support with attendance issues and behavioral concerns. She assists the team with identifying appropriate community agencies and recourses that might further support the student and/or student. She participates in any behavior or FBA meetings and helps the team brainstorm and identify why the behaviors might be occurring and what strategies could be implemented.

Mary Beth LaPerriere (Speech/Language Pathologist) - Mrs. LaPerriere helps the team determine if a student is demonstrating speech or language concerns that warrant an observation, specific interventions, or additional testing. She also test student's hearing.

Classroom Teacher – The classroom teacher provides the team with the background information, gap analysis, explicit instruction, practice and progress monitoring strategies and tools that are being utilized to provide small group and/or individualized instruction (academic and behavior). The teacher's input is a critical piece when determining what resources are in place, what additional support is needed and what the next steps should be.

Thomas Buchanan / Jennifer Kahler (Administration) - Dr. Buchanan and Mrs. Kahler oversee the MTSS team and monitor the fidelity of interventions. They provide input on a case by case basis and help the team identify what resources and options are available in order to provide additional support to teachers and students as part of the MTSS process. They also observe differentiation, small group instruction and individualized student support in the classroom setting (academic and behavioral).

Other – – Based on the individual needs of the student, other staff members (OT, PT, School Nurse, Consultant or Specialist from the Landings, etc.) are invited to attend. Desiree Wilson or our substitute nurse also attend MTSS when needed to share important information regarding student's Health Care Plans. They also test student's vision when there is a concern or if it needs updating. In addition, the parent is invited to attend if the meeting so warrants their participation at this early level of intervention. All parents are notified if their student is receiving MTSS support directly from the student's teacher via parent conference so they are aware that their child is receiving academic or behavioral support. Special teachers also attend if there is a concern or they have information to help support the student.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS team members and classroom teachers are provided training regarding how to determine gap analysis, provide explicit teaching and practice opportunities and how to adequately progress monitor the interventions. Teachers present evidence of each individual or group intervention via lesson plans and Tier 2 and Tier 3 paperwork. A member of the MTSS team observes the student while he or she is receiving intervention support in the classroom. Evidence of this support is documented in observational notes submitted to the team for each academic and/or behavioral concern. The administration further monitors the fidelity of interventions by viewing teacher's lesson plans and through direct observation in the classroom setting. The MTSS team follows guidelines set forth by the county and state are monitored by the administration at Tuttle.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Teachers use a variety of assessments (beginning of the year assessments and placement tests in Reading Wonders and Envision, FAIR testing, reading and math fluency, writing prompts, Reading A-Z benchmark placement tests, etc.) and progress monitoring tools (weekly tests in Reading Wonders and Envision, to gather data of each student. Beginning of the year academic data as well as performance on Stanford and FCAT helps us select students who would benefit from participation in our during school Title I groups and our after school tutoring groups (FAST and 21st Century). Our during and after school

programs provide additional support in reading and math.

All classroom teachers are required to keep a variety of data management systems. Teachers are required to maintain an up to date grade book as well as Progress Monitoring Spreadsheet to collect and organize data for academic areas. Teachers also utilize student data notebooks to monitor the progress of individual students. School wide data is collected and maintained in the Tuttle PMT Access database. An additional database is maintained for Rtl data and the the Rtl:B database is utilized to collect behavior data from Misconduct Forms and Office Referrals. Both of these databases are reviewed and analyzed throughout the year to identify academic and behavior trends and patterns in order to monitor the effectiveness of our Core, Tier 2 and Tier 3 academic and behavior interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The administration has designated specific staff members to be active members of the MTSS team in order to set consistent standards and high expectations for the MTSS process. Teachers are provided initial and on-going training on the Rtl process through workshops, websites, team meetings and one to one support as needed. New teachers are provided additional training and support to help facilitate the process. All Rtl documents have been uploaded and organized into a SharePoint folder for easy staff access. . Teams can also invite MTSS team members to PLC meetings to review data and to assist in determining appropriate interventions. Parents are made aware of the Rtl process via parent conferences with teachers and/or support team members. Families of students selected to participate in various during and after school academic and/or behavior support groups are provided additional explanation of individual student need as well as additional progress monitoring updates throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 120

The after school program will provide learning opportunities in the following areas.

- Project Based Learning incorporating Reading, Math, Science, Technology
- Homework Help
- Computer Time- Reading, Math, Science, Games
- Physical Fitness and Nutrition Lessons
- Enrichment Activities
- Social Skills and Character Education Lessons

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected three times per year utilizing Florida's Progress Monitoring and Reporting System (PMRN). Analyzing student's performance, specifically student growth, is used to determine the effectiveness of the strategy as well as utilized to plan future programming.

Who is responsible for monitoring implementation of this strategy?

Beth Turgeon and Danielle Pits are the program coordinators. They are responsible for monitoring implementation under the direction of Tuttle Administrators and 21st Century Directors.

Strategy: Before or After School Program**Minutes added to school year:** 180

The FAST (Focus After School Tutoring) tutoring program will provide 3 hours of intensive Reading and Math instruction per week. Teachers and students will use researched based materials (CARS, FOCUS, CAMS, STAMS, SOLVE) to supplement classroom instruction as well as fill any skills gaps identified.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

A pre, mid, and post assessment will be administered to determine the effectiveness of the program as well as to plan for future instruction.

Who is responsible for monitoring implementation of this strategy?

Annette Roberts the program coordinator. She is responsible for monitoring implementation under the direction of Tuttle Administrators.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Thomas Buchanan	Principal
Jennifer Kahler	Assistant Principal
MaryBeth Slane	Progress Monitoring Specialist
Dianne Frailling	Reading Specialist
Michelle Guzman	ESOL Liaison
Karen Mark	ESOL Liaison
Laurel Hinds	VIP Teacher

How the school-based LLT functions

Tuttle Elementary School's LLT simultaneously supports learning and teaching for the entire school community-students, teachers, administration, families, and volunteers. The LLT meets on a bi-weekly basis.

Functions include but are not limited to:

- Analyzing and reviewing data to maximize human resources to service students demonstrating academic deficits
- Providing intensive remedial services
- Enhancing literacy environment
- Building a literacy culture through collegiality and collaboration
- Engaging in peer coaching
- Conducting PLCs throughout the year
- Researching strategies to address the concern
- Providing materials, resources, assistance to address concerns
- Collecting and analyzing additional data on subjects
- Modeling lessons in classrooms
- Sharing and reporting data

Major initiatives of the LLT

- Remedial Programs: Providing intensive remedial instruction to students demonstrating deficiencies.
- Incorporating Core Curriculum exemplars into our Guided Reading Room and Classroom Libraries.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Not applicable - Tuttle Elementary School serves students in Grades K-5.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each year, Tuttle Elementary School opens its doors to local preschools for visitation to our campus. Tuttle Elementary School also visits each of the two Children's First locations to inform parents about Tuttle Elementary School, the registration process, and activities parents can implement at home to assist in their child's transition from early childhood programs to Tuttle Elementary School. Each Spring,

Tuttle Elementary School holds a Kindergarten Round-Up to familiarize incoming Kindergarteners and their families with the campus, as well as the Kindergarten curriculum.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	51%	No	64%
American Indian				
Asian				
Black/African American	58%	34%	No	62%
Hispanic	58%	49%	No	62%
White	73%	67%	No	76%
English language learners	53%	31%	No	58%
Students with disabilities	43%		No	48%
Economically disadvantaged	58%	50%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	25%	29%
Students scoring at or above Achievement Level 4	72	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	183	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	55	79%	83%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	152	54%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	80	28%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	63	22%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	60%	Yes	61%
American Indian				
Asian				
Black/African American	46%	42%	No	51%
Hispanic	55%	61%	Yes	60%
White	71%	69%	No	74%
English language learners	50%	48%	No	55%
Students with disabilities	44%	34%	No	50%
Economically disadvantaged	53%	60%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	32%	34%
Students scoring at or above Achievement Level 4	79	28%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	219	79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	79%	83%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	23%	25%
Students scoring at or above Achievement Level 4	28	32%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	342	98%	99%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	62	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	37	6%	4%
Students who are not proficient in reading by third grade	42	46%	42%
Students who receive two or more behavior referrals	38	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Based on data, as well as feedback provided by parents during School Advisory Meetings and regular surveys, parental involvement targets will focus on an increased number of parents attending grade level curriculum/performance events. The second focus is an awareness of student work habits and their relationship to academic success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Attendance at Grade Level Curriculum/ Performance Events	526	80%	85%
Students Passing Work Habits	427	65%	75%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

Goals Detail

G1. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Additional staff members funded through Title I funds (Progress Monitoring Specialist, Reading Specialist, Writing Coach, VIP Teacher, .6 Reading Teacher)
- Volunteers Improving Proficiency Program
- Learning A-Z/Raz Kids
- Hi Touch-Hi Tech Science
- Success Maker
- Waterford Early Learning Program
- Units of Study Writing Program
- Daily 5/Reading Cafe
- Tier II and Tier III Remediation
- FAST Tutoring Program
- Tuttle Titans (21st Century Program)
- BEST (Before School Extra SuccessMaker Time)

Targeted Barriers to Achieving the Goal

- Difficulty allotting additional time for intensive remedial services during the school day.
- Ability of parents to provide academic support.
- Need for Professional Development in the areas of CCS (Reading and Math), Wonders Reading Series, Managing Student Behavior, Learning A-Z/Raz Kids, and PARCC,

Plan to Monitor Progress Toward the Goal

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person or Persons Responsible

Administration, Progress Monitoring Specialist, LLT, and teachers

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Assessment Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

G1.B1 Difficulty allotting additional time for intensive remedial services during the school day.

G1.B1.S1 Computer labs have been staffed with paraprofessionals to supervise students utilizing programs designed to supplement the core curriculum. As students are under the supervision of a paraprofessional, teachers provide individual/small group remediation

Action Step 1

Computer labs have been staffed with paraprofessionals to supervise students utilizing programs designed to supplement the core curriculum. As students are under the supervision of a paraprofessional, teachers provide individual/small group remediation

Person or Persons Responsible

Teachers, Paraprofessionals, Students

Target Dates or Schedule

During daily computer lab time.

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person or Persons Responsible

Administration, Progress Monitoring Specialist, LLT, and teachers

Target Dates or Schedule

During Lesson Observations, Review of Progress Monitoring Data

Evidence of Completion

Progress Monitoring Sheets

Plan to Monitor Effectiveness of G1.B1.S1

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person or Persons Responsible

Administration, Progress Monitoring Specialist, LLT, and teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Assessment results

G1.B1.S2 Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be remediated during science instruction utilizing instructional materials and participating in activities aligned with the science curriculum.

Action Step 1

Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated during science instruction utilizing instructional materials and participating in activities aligned with the science curriculum.

Person or Persons Responsible

Tuttle Administration and VIP Coordinator

Target Dates or Schedule

Daily - 35 minute session per day

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation documentation, review of instructional plans, instructional materials.

Plan to Monitor Effectiveness of G1.B1.S2

Review progress monitoring documents to determine effectiveness of VIP program.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring sheets

G1.B1.S3 Students needing remedial services will be invited to participate in the FAST Tutoring Program and/or Tuttle Titans (21st Century) program.

Action Step 1

Students needing remedial services will be invited to participate in the FAST Tutoring Program and/or Tuttle Titans (21st Century) program.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

3 times per week, 1 hour sessions

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation notes, benchmark assessment results

Plan to Monitor Effectiveness of G1.B1.S3

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessment results, observation notes.

G1.B6 Ability of parents to provide academic support.

G1.B6.S1 Tuttle Parent Academy

Action Step 1

Parents will be invited to participate in 8 parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success.

Person or Persons Responsible

Tuttle Administration, Parent Involvement Coordinator

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Monthly workshop agendas, sign-in sheets, presentation materials.

Action Step 2

Parents will be invited to participate in 8 parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success.

Person or Persons Responsible

Tuttle Administration, Parent Involvement Coordinator

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Monthly workshop agendas, sign-in sheets, presentation materials.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Administration will meet with Parent Academy staff members to reflect on the success/areas in need of attention at the conclusion of each Parent Academy session.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

At the conclusion of each Parent Academy session

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G1.B6.S1

Parent Surveys

Person or Persons Responsible

Participants of Parent Academy Sessions

Target Dates or Schedule

Monthly

Evidence of Completion

Survey Results

G1.B6.S2 Curriculum/Report Card Parent Meetings

Action Step 1

Curriculum/Report Card Parent Meetings

Person or Persons Responsible

Tuttle Administration and Grade Level Teams

Target Dates or Schedule

First Marking Period

Evidence of Completion

Agenda, Presentation documents

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Administration will be conducting the workshops in conjunction with the grade level teams.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

First Marking Period

Evidence of Completion

Review of feedback from participants.

Plan to Monitor Effectiveness of G1.B6.S2

Survey

Person or Persons Responsible

Participants of Curriculum/Report Card Parent Meetings.

Target Dates or Schedule

At the conclusion of the meeting.

Evidence of Completion

Survey results

G1.B6.S3 Grade Level Curriculum/Performance Nights

Action Step 1

Parents will be invited and encouraged to attend Grade Level Curriculum/Performance Nights

Person or Persons Responsible

Grade Level Teams and Tuttle Administration

Target Dates or Schedule

Scheduled throughout the course of the year.

Evidence of Completion

Sign-In Sheets, Invitations, Presentation materials

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person or Persons Responsible

Tuttle Administratin

Target Dates or Schedule

Throughout the year - time leading up to scheduled event.

Evidence of Completion

PLC meeting minutes

Plan to Monitor Effectiveness of G1.B6.S3

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Period of time leading up to scheduled event.

Evidence of Completion

Observation notes.

G1.B8 Need for Professional Development in the areas of CCS (Reading and Math), Wonders Reading Series, Managing Student Behavior, Learning A-Z/Raz Kids, and PARCC,

G1.B8.S1 Provide Professional Development Opportunities to address areas of need.

Action Step 1

PD will be provided in the following areas: CCS and ELA Literacy Learning A-Z/Raz Kids PARCC Writing Road to Deeper Meaning CCS Math Managing Student Behavior Parent Effectiveness

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

2013-2014

Evidence of Completion

Classroom Observations, Progress Monitoring Sheets

Facilitator:

Various PD facilitators - including but not limited to Tuttle Administration, Tuttle Staff Members, District Coordinators, and Product Representatives

Participants:

All Instructional Staff Members.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

During the planning component and during the professional development event.

Evidence of Completion

Observation/participant documentation

Plan to Monitor Effectiveness of G1.B8.S1

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person or Persons Responsible

Tuttle Administration

Target Dates or Schedule

Prior and during Professional Development Opportunity

Evidence of Completion

Observation notes and presentation documents.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I - Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the State's high standards, particularly in the areas of Reading , Writing, Science, and Mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Center grants to provide after school programs.

Title I, Part C – Migrant – The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID&R representative coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D – The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling and employment.

Title II – Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals, and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified and highly effective.

Title III – Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X – Homeless – Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Programs provides on-going outreach, training, and tutoring.

Supplemental Academic Instruction (SAI) – SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs – The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs – The US Department of Agriculture's Fresh Fruit and Vegetable Program provides funding to Tuttle Elementary School so they can provide a variety of fresh fruits and vegetables to students three to five days per week outside the breakfast and lunch service. The FFVP provides all children at Tuttle Elementary School with a variety of free fresh fruits and vegetables throughout the school day. It is an effective and creative way of introducing fresh fruits and vegetables as a healthy snack option.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

G1.B8 Need for Professional Development in the areas of CCS (Reading and Math), Wonders Reading Series, Managing Student Behavior, Learning A-Z/Raz Kids, and PARCC,

G1.B8.S1 Provide Professional Development Opportunities to address areas of need.

PD Opportunity 1

PD will be provided in the following areas: CCS and ELA Literacy Learning A-Z/Raz Kids PARCC Writing Road to Deeper Meaning CCS Math Managing Student Behavior Parent Effectiveness

Facilitator

Various PD facilitators - including but not limited to Tuttle Administration, Tuttle Staff Members, District Coordinators, and Product Representatives

Participants

All Instructional Staff Members.

Target Dates or Schedule

2013-2014

Evidence of Completion

Classroom Observations, Progress Monitoring Sheets

Appendix 2: Budget to Support School Improvement Goals